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ABSTRACT

Part 1 of a two-part publication, this guide presents newly revised standards for public schools prescribed by the Oregon Department of Education pursuant to Oregon law. The standards presented are legal requirements intended to insure that all Oregon students have access to a sound, comprehensive curriculum and to guide districts in qualifying for state basic school support. The guide includes related compliance indicators and commentary for each standard. The compliance indicators describe what the Oregon Department of Education will accept as evidence of compliance with each standard. The commentary is intended to provide insight into the state board's intent when adopting each standard and to reduce misinterpretations. The booklet includes brief sections on graduation requirements; curriculum requirements for basic skills, career education, special education, elementary schools, and secondary schools; general overall requirements for instruction, such as daily class size, required days of instruction, equal opportunities, personnel, and textbooks; and assessment and evaluation of individual students and the instructional program. A section on support programs deals with guidance and counseling, health services, emergency plans, operating policies, personnel policies, records and reports, and auxiliary services. Sections on implementation dates and administration conclude the guide. A companion document assists administrators in achieving compliance. (Author/JM)

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# ELEMENTARY-SECONDARY GUIDE

for

# OREGON SCHOOLS

1980

## STANDARDS
for
## PUBLIC SCHOOLS

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## FOREWORD

Two years of study, public testimony and review have led to revisions in Oregon's educational standards. The solicitation of viewpoints on public education has been the most comprehensive ever achieved in Oregon. The revised standards were adopted on February 22, 1980 by the State Board of Education.

The standards require that instruction be based on student abilities and interests, with clear statements of expected achievement and appropriate charting of student progress toward meeting those expectations. Periodic evaluation must result in readjustments of school programs to best meet student needs.

In addition to the standards, related "compliance indicators" and "commentary" for each standard are presented on the following pages. The compliance indicators describe what the Oregon Department of Education will accept as evidence of compliance with each standard. The commentary provides some insight into the State Board's intent when adopting each standard, and should serve to reduce or eliminate misinterpretations of the standards.

As school districts strive for excellence, these standards shall provide the foundation and structure for building sound and responsible instructional programs for the youth of our state.

Verne A. Duncan
State Superintendent of
Public Instruction

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## INTRODUCTION

This Part I of a two-part publication presents newly revised standards for public schools which the State Board of Education prescribes pursuant to requirements of ORS 326.051. The standards presented are legal requirements intended to insure that all Oregon students have access to a sound, comprehensive curriculum and to qualify school districts for state basic school support.

A companion Part II to this publication intends to help school districts interpret some of the new requirements, to describe instructional programs more fully than the standards do, to recommend more specific curriculum and program resources for districts to consider in developing and implementing local programs, and to provide guidelines for evaluating local instructional and support programs. *Part II will be advisory.* Local school districts should look upon it as *an assistance manual.*

Guidelines are now being developed which address various matters related to the standards. They will be mailed to districts as they become available. Designed in a loose-leaf format, the guidelines are meant to provide fresh and current approaches for educational planners. Questions should be addressed to the Department of Education, 378-3569, toll free in Oregon 1-800-452-7813.

The adoption of the revised standards in February 1980 was followed by a repeal scheduled for the 1976 standards. The only exception is OAR 581-22-201 which remains in effect and is reprinted below.

**Goals for Elementary & Secondary Education**

**581-22-201** (1) The Board, in response to the changing needs of Oregon learners, sets forth six goals for the public schools.

(2) Conceived and endorsed by Oregon citizens, the statewide goals are designed to assure that every student in the elementary and secondary schools shall have the opportunity to learn to function effectively in six life roles: INDIVIDUAL, LEARNER, PRODUCER, CITIZEN, CONSUMER, and FAMILY MEMBER. Each goal suggests the knowledge, skills, and attitudes needed to function in these life roles.

(3) The statewide goals shall be implemented through the district, program and course goals of each local school district. These local goals are set by schools and communities together to fulfill a mutual responsibility for the education of every student. Because most of the knowledge and skills needed to function effectively in the role of LEARNER are acquired in the school, the school has primary responsibility for helping students achieve this goal.

(4) Each school and its community should establish priorities among the goals to meet local needs, and allocate their resources accordingly. This process should provide each student with the opportunity to achieve the requirements for graduation from high school, and as much additional schooling as school and community resources can provide.

(5) Each individual will have the opportunity to develop to the best of his or her ability the knowledge, skills, and attitudes necessary to function as a (an):

(a) "Individual": to develop the skills necessary for achieving fulfillment as a self-directed person; to acquire the knowledge necessary for achieving and maintaining physical and mental health and to develop the capacity for coping with change through an understanding of the arts, humanities, scientific processes, and the principles involved in making moral and ethical choices;

(b) "Learner": to develop the basic skills of reading, writing, computing, spelling, speaking, listening, and problem-solving; and to develop a positive attitude toward learning as a lifelong endeavor;

(c) "Producer": to learn of the variety of occupations; to learn to appreciate the dignity and value of work and the mutual responsibilities of employees and employers; and to learn to identify personal talents and interests, to make appropriate career choices, and to develop career skills;

(d) "Citizen": to learn to act in a responsible manner; to learn of the rights and responsibilities of citizens of the community, state, nation, and world; and to learn to understand, respect and interact with people of different cultures, generations and races;

(e) "Consumer": to acquire knowledge and to develop skills in the management of personal resources necessary for meeting obligations to self, family, and society;

(f) "Family Member": to learn of the rights and responsibilities of family members, and to acquire the skills and knowledge to strengthen and enjoy family life.

# STANDARDS FOR PUBLIC SCHOOLS
## With Compliance Indicators and Commentary

The standards for public schools are presented on the following pages. As Oregon Administrative Rules, they have the force of law. Following each rule, we have listed "compliance indicators" which the Department of Education staff will use to determine school district compliance with the rule. The commentary further clarifies the language in the rule as well as the Board's intent when adopting the rule.

## *DEFINITIONS — 100*

**Definitions**

**581-22-102** The following definitions apply to Oregon Administrative Rules 581-22-102 through 581-22-902, unless otherwise indicated by context:

(1) "Applied arts": those areas of study related to the design and fabrication of functional objects and/or the acquisition of practical skills (e.g., business education, home economics, industrial arts, vocational education);

(2) "Assessment": activities to obtain and organize data on student performance in specific subject areas;

(3) "Career development": the exploration of personal interests and abilities with regard to career selection, and the development of tentative career goals;

(4) "Career education": a process for improving educational programs to enhance student understanding of and preparation for work and continuing career development;

(5) "Common school district": a school district other than a union high school district formed primarily to provide education in all or part of grades K/1 through 12* to pupils residing within the district (ORS 330.005(2)(b));

(6) "Compliance indicator": action taken by a local district which can be accepted as evidence that the district is in compliance with the intent of a particular state standard (OAR);

(7) "Conditionally standard school": a school that fails to meet the standards but has submitted a plan of correction, approved by the district school board, to the State Superintendent;

(8) "Course goals": statements describing what students are expected to know or be able to do as a result of having completed a course, elementary unit, or grade level;

(9) "Diploma": the document issued by school districts attesting to the holder's having:

(a) Demonstrated competence the district school board has adopted for graduation,

(b) Completed the state required 21 units of credit and any additional units of credit the district school board specifies, and

(c) Completed 12 school years of educational experience, or the equivalent as authorized by district school board policies adopted in conformance with these rules;

(10) "District": a common or union high school district (ORS 332.002(2));

(11) "District goals": statements related to State Board goals (OAR 581-22-201) which describe what the local district and community expect that students will learn;

(12) "District school board": the board of directors of a common school district or a union high school district (ORS 332.002(1));

(13) "Elementary school": any combination of grades K/1 through 8;

(14) "Global studies": an area of study for learning about the people and cultures of the world through history, geography and other social studies disciplines;

(15) "High school": any combination of grades 10 through 12 in districts providing a junior high school containing grade 9; any combination of grades 9 through 12 organized as a separate unit; grades 9 through 12 housed with grades K/1 through 12; grades 7 or 8 through 12, if approved by the Oregon Department of Education;

(16) "Junior high school": a secondary school composed of one or more of grades 7, 8 and 9 organized separately from other grades and approved by the Oregon Department of Education;

*See section 17 of this rule.

(17) "K/1-12": programs grades K/1 through 12. The term "K/1" refers to kindergarten and grade 1. While kindergartens are not mandated by ORS or OAR, the standards apply to all kindergartens offered by public schools in Oregon.
(18) "Middle school": an organizational unit composed of any combination of grades 5, 6, 7 and 8 organized separately from other elementary grades and identified as a middle school with the Oregon Department of Education;
(19) "Nonstandard school": a school which fails to meet the standards, and which within ninety days of the State Superintendent's notification of deficiencies, fails to submit a plan of correction or adhere to a plan of correction approved by the State Superintendent (ORS 327.103);
(20) "Planned course statement": course title, course overview, course goals (including career-related goals) and, where appropriate, indicators of competence assigned to the course for verification;
(21) "Program": a planned series of interrelated activities or services contributing to the attainment of a goal or set of goals;
(22) "Program goals" (instructional): statements describing what students are expected to learn in each district instructional program in any combination of grades K/1 through 12;
(23) "Program goals" (support): statements describing program outcomes which support the entire learning system, or one or more of its components, usually stated in terms of services to be performed;
(24) "Program needs identification": procedures which specify and rank the differences between actual and desired student achievement leading to the consideration of program revision;
(25) "School district": a common or union high school district (ORS 332.002(2));
(26) "Standard school": a school which is in compliance with all of the standards;
(27) "State standards": State Board Division 22 Administrative Rules for public elementary and secondary schools;
(28) "Student activity funds": all money raised or collected by and/or for school-approved student groups, excluding money budgeted in the general fund (referred to as "co-curricular funds" in the Department of Education's *Program Budget Manual*, 1980 edition);
(29) "Unit of credit": certification of a student's successful completion of classroom or equivalent work (e.g., independent study, work experience, research) in a course of at least 130 clock hours;
(30) "Union high school district": a school district, other than a common school district, formed in accordance with ORS 335.210 to 335.485 (ORS 330.005(2)(d)); and
(31) "Vocational education": a program which prepares individuals for skilled, technical and/or paraprofessional employment and occupational advancement.

## *GOALS — 200*

**Goals**

**581-22-211** Each school district shall maintain a coordinated K/1-12* instructional program based on:
(1) District goals adopted by the district school board and consistent with the goals adopted by the State Board;
(2) Program goals consistent with goals adopted by the State Board;
(3) Competence requirements for graduation; and
(4) Course goals.

(*NOTE: The term "K/1" refers to kindergarten and grade 1. While kindergartens are not mandated by ORS or OAR, the standards apply to all kindergartens offered by public schools in Oregon.)

### Compliance Indicators

- The school district maintains a coordinated K/1-12 instructional program.
- The program is based upon:
  - district goals that:
    - -have been adopted by the district school board,
    - -are consistent with the goals adopted by the State Board;
  - program goals consistent with goals adopted by the State Board;
  - competence requirements for graduation;
  - course goals.

### Commentary

It is the intent of this standard to focus school district attention on the development of a coordinated educational program. The instructional program at any one grade level

shall be coordinated with other levels, grades K/1 through 12. Such coordination should occur among levels within a school building, among schools within a district, and among districts when appropriate.

Expectations for students in a school district, a program or course of study are not self-evident—they must be expressed as goals. Goals provide direction for educational planning and represent agreement between the schools and community on what is expected from schooling.

Goals provide the basis upon which student progress can be determined. Standards 581-22-602 and 581-22-606 provide the means for measuring or assessing student attainment of goals.

It should be remembered that the Oregon standards represent a goal-based planning approach to the operation of school districts. Therefore, compliance with the standards is best made evident by the relationship between a district's goals and its educational activities.

## *GRADUATION REQUIREMENTS — 300*

**Graduation Requirements**

**581-22-316** Each district school board with jurisdiction over high school programs shall award diplomas to all students who fulfill all school district requirements and all state requirements as described in the following sections and in district school board policies. A school district may award an alternative document to a student who has met some but not all of the graduation requirements.

(1) Unit of Credit Requirements

(a) Each student shall earn a minimum of 21 units of credit to include at least:

(A) Language Arts—3 (shall include the equivalent of 1 unit in Written Composition)

(B) Mathematics—1

(C) Science—1

(D) U.S. History—1

(E) Global Studies—1

(F) Government—1/2

(G) Health Education—1

(H) Physical Education—1

(I) Career Development—1/2

(J) Personal Finance and Economics—1

(K) Applied Arts, Fine Arts or Foreign Language—1 (one unit shall be earned in any one or a combination).

(b) A district school board with a three-year high school may submit through the waiver process alternative plans to meet unit requirements.

(c) A district school board may increase the number of units required in specific areas, and may increase or decrease the number of elective units; however, the total units of credit required for graduation shall not be less than 21.

(d) A school district may grant high school credit for experiences prior to the ninth grade which are equivalent to high school courses within the school district; however, the granting of such credit cannot reduce below 21 the units of credit to be completed in grades 9 through 12.

(e) Planned course statements shall be written for courses in grades 9 through 12 and shall be available to students, staffs, parents, the district school board and other interested individuals.

(2) Competence Requirements

(a) Each student shall demonstrate competence in:

(A) Reading

(B) Writing

(C) Mathematics

(D) Speaking

(E) Listening

(F) Reasoning.

(b) Student competence:

(A) Shall be verified by measurement of student knowledge and skills or measurement of student ability to apply that knowledge and skill;

(B) May be verified through alternative means to meet individualized needs; however, the school district's standard of performance must not be reduced; and

(C) When verified in courses, shall be described in planned course statements; challenge tests and/or other appropriate procedures for verification of competence assigned to courses must also be available.

(c) In developing curriculum and criteria for verification, school districts should be guided by levels of performance required in life roles.

(d) Competence in reading, writing, mathematics, speaking, listening and reasoning shall be recorded on students' high school transcripts. Competence, when verified prior

to grade 9, shall be recorded on high school transcripts.

(3) Attendance Requirements

(a) Twelve school years shall be required beginning with grade 1, except when the school district adopts policies providing for early or delayed completion of all state and school district credit and performance requirements.

(b) The district school board may adopt policies for alternative learning experiences, such as credit by examination and credit for off-campus experiences.

(c) With any modification of the attendance requirements for graduation, school district staff shall consider age and maturity of students, access to alternative learning experiences, performance levels, school district guidelines and the wishes of parents or guardians.

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**Compliance Indicators**

- The district awards diplomas to students who fulfill all district and state requirements as described in this rule.
- The district writes planned course statements for courses in grades 9 through 12 and makes them available to anyone.
- The district verifies student competence by measuring their knowledge and skills or by measuring their ability to apply their knowledge and skills.
- When the district verifies student competence in courses, the district:
  - — describes in planned course statements the indicators of competence to be measured;
  - — has available challenge tests or other appropriate procedures to verify the competence.
- The district records competence on transcripts.
- If twelve school years are not required, the district adopts policies for early or delayed completion of district and state requirements.
- The district bases any modification of its attendance requirements for graduation on:
  - — student age and maturity,
  - — student access to alternative learning experiences,
  - — student performance level,
  - — district guidelines,
  - — parent or guardian wishes

**Commentary**

The Oregon Department of Education and school districts determine whether students have completed graduation requirements, and students are awarded diplomas only when all such requirements have been met.

Should a student fail to fulfill all graduation requirements, the student may be awarded an alternative document (e.g., modified diploma, certificate of completion, certificate of accomplishment, certificate of achievement, certificate of attendance, certificate of competence). No document shall indicate that it was earned in a program for the handicapped.

Units of Credit—

- Language Arts

  Each student will complete the equivalent of one year of direct instruction in written composition. Credit may be accumulated through more than one course. It may be earned in courses designed to develop and practice writing skills, or it may be earned within a set of courses where only part of the curriculum is involved in writing improvement, but where the total time spent on writing is equal to a year of instruction.

- Global Studies

  The unit should focus on a study of peoples and cultures of the world, drawing upon history, geography and other social studies disciplines as appropriate to school district goals. While a unit of study in such a diverse subject can only provide a broad overview, it is important in helping students understand the world in which they live.

- Government

  The half unit should include the study of local, state and national government, including the role of the citizen in a democratic society.

- Career Development

The career development requirement for grades 9-12 should provide a minimum of 65 hours of career exploration and planning. This amount of time permits students an opportunity to evaluate their previous experiences, explore areas of interest and aptitude in depth, and make tentative decisions in keeping with their career goals.

- Personal Finance and Economics

  Each student will study materials in both content areas. Districts may develop various offerings designed to meet the needs of students, but in all cases the content must be directly identified with personal finance and economics.

- Applied Arts, Fine Arts, or Foreign Language

  "Applied Arts" include areas of study related to the design and fabrication of functional objects and the acquisition of practical skills. For example, opportunities may be provided in business education, home economics, industrial arts and vocational education.

  "Fine Arts," which are more aesthetic in nature, include music, visual arts, drama, dance and art appreciation.

- Electives are courses which are not already included in the required courses of study. Electives enable the district to meet the individual needs and interests of students. Students should be assisted by the certificated staff member assigned to that student when choosing among elective offerings.

Competence Requirements—

Competence requirements are included in the standards to ensure that all students have attained the capacity to function at least at a basic level when they leave school. They are included as a graduation requirement to be certain that the students and schools are clear about expectations to be reached by the end of twelve years of schooling.

Reading, writing and mathematics are emphasized throughout the standards. In Standard 581-22-316, they are expressed as competence requirements to clarify the minimum results expected of all students before graduating from school. In Standards 581-22-402, 581-22-602 and 581-22-606, they describe that portion of the school's instructional program which develops student knowledge and skills over the years in school to the point where at least the competence requirements can be met. Of course the school will continue to work to assist students in developing and applying these skills to a high level of proficiency.

The State Board maintains a strong commitment toward improving student competence in life role responsibilities. However, experience has shown that competence in citizenship, health, career education, and scientific processes is most appropriately taught in required and elective courses, as described in local planned course statements.

Student competence may be verified by measurement of skills and knowledge, or by application of those skills. In addition, a new provision encourages districts to verify competence in basic skills areas prior to grade 9. This change was made in order to encourage early attention to the development of basic skills.

When competence verification is included in courses, challenge tests or other appropriate procedures for verification must be available for those students not taking the course but who have taken an alternative course or a similar course in another district. There could be other situations where it would be appropriate to have alternative procedures for competence verification.

The district is required to establish standards of competence for all students. However, alternative means of verifying competence will need to be established in order to accommodate special situations. For example, "speaking" and "listening" are included in the list to encourage the development of communication skills. In a situation where a student's speaking or listening capability is impaired, competence could be measured in terms of "sending and receiving" information. That is, a deaf student may not be able to attain listening or speaking competence through auditory or vocal senses, but could do so through the use of visual skills.

The key point in this provision is that the alternative or substitute indicator(s) must be at a comparable level of difficulty as the indicator(s) for which it is substituted. It is not the

intent of this requirement to reduce the difficulty level to enable all students, regardless of ability, to demonstrate all competence. The standard of attainment established by the school district board must be maintained and diplomas will be awarded only to students who meet all credit, attendance, and competence requirements.

OAR 581-22-231(3), 1976 Minimum Standards for Public Schools, stated that "The local district may alter performance indicators . . . or the local board may declare a policy for granting waivers . . . appropriate to unique needs and abilities of individual students." Some districts interpreted that rule to mean that a student who completed a personalized education plan could receive a diploma. The present OAR 581-22-316(2)(b)(B) requires that the district's standard of performance be maintained when providing alternatives to meet individual needs. Diplomas may be awarded only to those students. (Implementation date, September 1, 1983.)

The Oregon Department of Education's master guidelist will establish a basic set of competence indicators which districts may use or modify to develop their own lists. The areas in which students must demonstrate competence are:

- reading,
- writing,
- mathematics,
- speaking,
- listening,
- reasoning.

## *CURRICULUM REQUIREMENTS — 400*

**Basic Skills Development**

**581-22-402** Each school district shall have a planned program for the basic skills of reading, writing and mathematics throughout all levels of the school program. The district shall develop, implement and maintain procedures to:

(1) Provide instruction in the basic skills of reading, writing and mathematics in all grades and shall:

(a) Emphasize the attainment of basic skills through at least grade 4, and

(b) Increase emphasis on the application of basic skills in all program areas as students progress through the grades and acquire mastery of the skills;

(2) Establish the knowledge and skills in reading, writing and mathematics expected of students at the completion of each grade through grade 8; and

(3) Provide appropriate curriculum and instruction grades 1 through 12 for students achieving less than the knowledge and skills of reading, writing and mathematics expected of students at the completion of each grade through grade 8, with the intention of the students progressing toward the desired achievement.

**Compliance Indicators**

- The district has a planned program for the basic skills.
- The district uses procedures it has developed to:
  - — provide instruction at all grade levels in reading, writing and mathematics;
  - — emphasize reading, writing and mathematics through at least grade 4;
  - — emphasize reading, writing and mathematics more and more in all program areas as students progress through the grades;
  - — identify the knowledge and skills in reading, writing and mathematics expected of students at the completion of each elementary grade level;
  - — provide appropriate curriculum and instruction through grade 12 to students who are not achieving the knowledge and skills expected of them in reading, writing and mathematics.

**Commentary**

This standard reinforces the concept that basic skills development is the responsibility of all instructional programs at all grade levels. While school districts are encouraged to address this task in the elementary grades, students must be appropriately assisted through grade 12 if necessary. This standard also requires school districts to identify the knowledge and skills in reading, writing and mathematics expected of students at each elementary grade level.

Where the term "expected" is used in the standards, it is intended to remind schools that they have a responsibility to provide instruction and other support to help all stu-

dents attain the knowledge and skills specified for each grade level.

To ensure the effective delivery of these programs, Standard 581-22-606 requires program evaluation to indicate the degree to which basic skills instruction has been effective, and what improvements need to be planned and implemented.

The school's responsibility for individual students with regard to this rule is covered in Standard 581-22-602, which requires individual student evaluation. Standard 581-22-602 includes procedures for monitoring, diagnosing and prescribing for individual student progress in the basic skills at each level, and throughout the school years. Schools are required to keep parents and students informed of student progress.

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**Career Education**

**581-22-405** Each school district shall implement plans for career education grades K/1 through 12, with goals for each instructional program and, where applicable, goals for support programs.

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**Compliance Indicators**

- The school district has implemented plans for career education, K/1-12, which have program goals in:
  - — instructional programs,
  - — applicable support programs (e.g., guidance and counseling, media services, etc.)

**Commentary**

The State Board's priority on career education can be best addressed if, at all grade levels, program goals, methods and materials are designed to include instruction related to the life role of "producer."* This content must be included so students have access to adequate career planning information at appropriate times throughout their educational experience.

The school district plan should describe how students will be provided with a broad base of career planning information and skills throughout their school experience. Students should be able to build on this base of experience in the process of exploring, selecting, and preparing for a career.

The one-half unit of credit required for graduation (Standard 581-22-316) supplements this standard by providing more concentrated career exploration and planning at the secondary level.

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**Special Education for the Handicapped**

**581-22-410** Each school district shall provide an educational program for all resident handicapped children eligible under ORS Chapter 343. The program shall be carried out in accordance with all applicable Oregon Administrative Rules.

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**Compliance Indicators**

- The school district has implemented a Child Find Plan.
- The school district has prepared and maintained a census of all resident handicapped children.
- The school district has implemented policies on providing a free appropriate education to all handicapped children.
- The school district has prepared and filed with the Oregon Department of Education a Projected Activitities and Cost Statement for the school district's program of special education.
- The school district has prepared and filed with the Oregon Department of Education a Statement of Assurances when requesting reimbursement for the special education program.
- When requesting reimbursement for the special education program, the school district has prepared and implemented an evaluation plan.
- The school district has developed due process procedures for parents and children.

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*"Producer": to learn of the variety of occupations; to learn to appreciate the dignity and value of work and the mutual responsibilities of employee and employers; and to learn to identify personal talents and interests, to make appropriate career choices, and to develop career skills.

- The school district complies with the requirements for the confidentiality of records and information.
- The school district has developed an individualized educational plan for each child who is certified under ORS Chapter 343.
- The school district has placed each child receiving special education services in the least restrictive environment.

**Commentary**

The purpose of this new standard is to require school districts to locate, identify and evaluate handicapped children residing in their local districts, and to provide these children with a free appropriate education in conformance with Oregon Revised Statutes and the requirements of Public Law 94-142. School districts should use the monitoring criteria developed by the Department to assess continuously their compliance with the basic requirements of the laws. The Department, which monitors 100 school districts each year, will provide technical assistance to school districts to help them strengthen or change practices in specific areas where problems are noted. School districts may provide these services cooperatively with other districts or through education service districts.

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**Exemptions**

**581-22-415** The school district may excuse students from specific school programs or learning activities, where necessary, to accommodate students' handicaps or religious beliefs.

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**Compliance Indicators**

- When necessary, the district excuses students from:
  - — specific school programs or
  - — learning activities

  to accommodate students':
  - — handicaps or
  - — religious beliefs.

**Commentary**

Parents and students occasionally find that school programs conflict with individual religious beliefs. In other cases, a program may be inappropriate for a student with a handicap. Where the school program conflicts with these positions or conditions, the student may be released from contact with specific parts of the program. District school boards should adopt a policy covering the provision of alternative learning opportunities for these students. Alternative learning experiences should be provided where necessary and reasonable. Unit, competence and attendance requirements necessary for graduation may not be waived.

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**Elementary Curriculum**

**581-22-420** (1) All students in each grade through grade 6 shall be instructed in art, health education, language arts including reading and writing, mathematics, music, physical education, science, and social studies including geography and history.

(2) All students in each of grades 7 and 8 shall be instructed in health education, language arts including reading and writing, mathematics, physical education, science, and social studies including geography and history. Students shall have elective classes available for instruction in the fine and/or applied arts in at least grade 7 or 8.

(3) Instruction in grades K/1 through 8 shall provide students with the knowledge and skills necessary for high school study.

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**Compliance Indicators**

- The district has provided instructional opportunities in each grade through grade 8 in:
  - — health education,
  - — language arts, including reading and writing,
  - — mathematics,
  - — physical education,
  - — science,
  - — social studies, including geography and history.
- The district has provided instructional opportunities in each grade through grade 6 in:
  - — art,
  - — music.
- The district has provided instructional opportunities in grade 7 or 8 elective classes

in the fine and/or applied arts.

- The district has provided instructional opportunities in grades K/1 through 8 in the knowledge and skills necessary for high school study.

**Commentary**

This standard describes the basic components of an educational program in grades K/1-8, whether in an elementary or junior high school. The standard requires instruction in each subject area each year at the elementary level. Because the standard does not specify content or means of accomplishment, school districts are free to design their own programs.

References to reading, writing, geography and history were added to emphasize the importance of these curricular areas.

The State Board urges elementary and high school districts to work together to provide the coordination necessary to accomplish the intent of this standard.

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**High School Curriculum**

**581-22-425** (1) The school district shall provide instructional opportunities in order for all students to meet all district and state requirements for graduation.
(2) The school district shall provide all students with elective educational opportunities sufficient to satisfy the graduation requirements and which include applied arts, fine arts, foreign language and vocational education.

---

**Compliance Indicators**

- The school district provides students instructional opportunities in order to meet all graduation requirements of the:
  - — school district,
  - — state.
- The school district provides courses or learning experiences in:
  - — health education,
  - — language arts,
  - — mathematics,
  - — physical education,
  - — science,
  - — social studies (at least U.S. history, global studies, government),
  - — personal finance and economics,
  - — career development,
  - — applied arts (e.g., business education, home economics, industrial arts),
  - — fine arts (e.g., music, visual arts, drama, dance, art appreciation),
  - — foreign language,
  - — vocational education.

**Commentary**

In this standard the Board recognizes that opportunities must exist within the regular curriculum for students to pursue their personal development and career goals in both the mandated and elective curriculum. Students should be encouraged to use electives to gain depth and breadth in their educational experience. The curriculum in most schools already includes offerings which would satisfy the graduation requirements.

Where small schools have difficulty in providing traditional courses in foreign language, opportunities can be provided through nearby community colleges, correspondence courses, or through the use of audiovisual programs. Vocational education opportunities may be provided in nearby schools and community colleges or through work experience in the community.

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## *INSTRUCTION — 500*

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**Required Days of Instruction**

**581-22-502** The school district shall provide a minimum of 175 days of instruction annually. Over 50 percent of the school day must be completed to be counted as a day. Up to five days of temporary closure due to extraordinary conditions may be counted toward the 175 day minimum, subject to the State Superintendent's approval.

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**Compliance Indicators**

- The school district has at least 175 scheduled days of instruction.

**Commentary**

This standard assures that school districts will provide a minimum number of days of regular classroom instruction.

Basic school support funds are granted to school districts on the basis of days of instruction annually. The number of classroom days scheduled is important to provide sufficient operating funds from the state level to augment local tax funding.

Over 50 percent of the regular school day must be completed to be counted as part of the 175 day minimum. This requirement is new and clarifies what portion of the day school must be in session in order to be counted as a day taught, or as a day of instruction.

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**Equal Educational Opportunities**

**581-22-505** Each district school board shall adopt written policies, and the school district shall maintain plans and programs, which assure equality of opportunity for all students as provided in OARs 581-21-045 and 581-21-046.

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**Compliance Indicators**

- The school district board has adopted written policies which assure equality of opportunity for all students as provided in OARs 581-21-045 and 581-21-046.
- The school district maintains plans and programs which assure equality of opportunity for all students as provided in OARs 581-21-045 and 581-21-046.

**Commentary**

The intent of this standard is to assure that school districts will counteract discriminatory practices based on race, national origin, religion, sex, age, handicap, or marital status. The State Board of Education considers this to be a matter of utmost importance.

Students need to understand that bias against others is unacceptable and that career barriers must be eliminated. Career opportunities and advancement must be based on the ability of the individual. Prejudice can be communicated in many subtle ways and needs to be counteracted through affirmative efforts. For these reasons, the State Board of Education has incorporated into the standards the requirements of OARs 581-21-045 and 581-21-046.

Staffing patterns have a direct effect upon the ability of a school district to provide equal educational opportunity. Districts must demonstrate that every reasonable effort has been made to present an equitable education program, and to correct existing imbalances. It remains the responsibility of school boards and administrators to clarify the role of each staff member in promoting equal educational opportunity.

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**Personnel**

**581-22-510** (1) Teachers, specialists and administrators must hold valid Oregon certificates, and be assigned in accordance with the individual certificate, district policies, program goals and applicable statutes and administrative rules.
(2) Any school district employing teacher aides shall follow applicable Oregon Administrative Rules.

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**Compliance Indicators**

- The school district has assigned teachers, specialists, and administrators in accordance with:
  - — their valid certificates,
  - — district policies,
  - — program goals,
  - — applicable statutes,
  - — administrative rules.
- The school district has employed teacher aides who meet the requirements established by the State Board of Education in OARs 581-37-005 through 581-37-030.

**Commentary**

This standard recognizes that assignments must be in accordance with Teacher Standards and Practices Commission Administrative Rules. Paraprofessional personnel must meet the requirements of the State Board of Educa-

tion. In addition, this standard requires compliance with other criteria established in applicable Oregon Revised Statutes and Oregon Administrative Rules.

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**Daily Class Size**

**581-22-215** (1) The school district shall maintain class sizes and teacher assignments which promote effective practices consistent with the outcomes expected of each instructional program.

(2) In determining class sizes the following shall be considered:

(a) The teacher-student ratio of each class;

(b) The total number of students assigned per teacher;

(c) The number of subject preparations or grades per teacher;

(d) The support staff available to each teacher;

(e) The nature of the subjects taught in relation to each teacher's professional preparation;

(f) The appropriateness of instructional facilities and equipment;

(g) The course goals applicable to the particular class; and

(h) The extent to which class size varies from general statewide practice.

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**Compliance Indicators**

- The school district maintains class sizes and teacher assignments which:
  - promote effective instructional practices;
  - are consistent with expected learning outcomes of each instructional program.
- When determining class sizes the district has considered the:
  - teacher-student ratio of each class;
  - total number of students assigned per teacher;
  - number of subject preparations or grades per teacher;
  - support staff available to each teacher;
  - nature of the subjects taught in relation to each teacher's professional preparation;
  - appropriateness of instructional facilities and equipment;
  - course goals applicable to the particular class; and
  - extent to which class size varies significantly from general statewide practice.

**Commentary**

School districts need to maintain class sizes and assign teachers so that effective learning takes place. However, with the diversity of programs currently available in Oregon schools, it is impractical, if not impossible, for the State Board to set numerical class size standards.

In determining appropriate class size, the district should consider the goals set for each course (Standard 581-22-211). It is expected that class sizes will reflect general practices in the state and significant variances may indicate the intent of this standard is not being met.

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**Textbooks**

**581-22-220** Each school district shall provide textbooks and other instructional materials, as required by Oregon Revised Statutes and Oregon Administrative Rules and which contribute to the attainment of district and program goals.

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**Compliance Indicators**

- The district has provided texts and other instructional materials as required:
  - the school district has purchased textbooks and other instructional materials which are included on the state-adopted list;
  - state-adopted texts are used as basal textbooks;
  - if appropriate, the school district has received State Board approval prior to the use of an independently adopted text;
  - if appropriate, the school district has documented that the state criteria were

...sed in the selection of independently ...dopted texts as required by ORS 337.035 and 337.141.

**Commentary**

Textbooks are a significant part of instruction. Existing law specifies a method for the selection of school textbooks. This standard reinforces those Oregon Revised Statutes and Oregon Administrative Rules.

## *ASSESSMENT AND EVALUATION — 600*

**Individual Student**

**581-22-602** The school district shall assure that educational programs and services support all students as they progress through school. It shall:
(1) Identify each student's educational progress, needs, and interests related to:
(a) Basic skills attainment of the knowledge and skills expected of students at each grade, K/1 through 8,
(b) Completion of graduation requirements, and
(c) General educational development;
(2) Provide instruction consistent with the desired achievement considering the needs and interests of each student;
(3) Maintain student progress records; and
(4) Report educational progress to parents and students at least annually and as appropriate in
(a) Basic skills attainment,
(b) Achievement toward the fulfillment of graduation requirements, and
(c) General educational development.

**Compliance Indicators**

- The school district assures that educational:

  — programs,
  — services

  support all students as they progress through school by having identified each student's educational:

  — progress,
  — needs,
  — interests

  related to:

  — attainment of the knowledge and basic skills of reading, writing and mathematics expected of students at each grade, K/1 through 8,
  — completion of graduation requirements, and
  — general educational development.

- The school district provides instruction consistent with the desired achievement considering the:

  — needs,
  — interests

  of each student.

- The school district maintains student progress records.
- The school district reports educational progress to:

  — parents,
  — students

  at least annually and as appropriate in:

  — attainment of knowledge and basic skills in reading, writing and mathematics,
  — achievement toward the fulfillment of graduation requirements, and
  — general educational development.

**Commentary**

It is not the intent of this standard to require an individualized educational plan (IEP) for each student. However, assessment, diagnosis, and prescription are important concepts in the standards. Student progress should be analyzed in relationship to both personal and program goals. A good recordkeeping system and a variety of assessment methods are required. Appropriate methods of assessment may range from teacher judgment through standardized, paper-and-pencil tests, depending on their intended uses.

This standard is concerned with the entire educational experience and progress of individual students. In addition to the more specific requirements related to graduation requirements in Standard 581-22-316 and to the basic skills in Standard 581-22-402, the general progress (general educational development) of each student is monitored in terms of personal career and educational goals.

**Instructional Program**

**581-22-606** The school district shall maintain a process for evaluating and improving instructional programs. It shall:

(1) Assess student performance annually in reading, writing and mathematics in at least two elementary grades and one secondary grade;

(2) Assess student performance on selected program goals in at least language arts, mathematics, science and social studies in two elementary grades and one secondary grade, prior to the selection of district textbooks and other instructional materials under rule 581-22-520 of these standards;

(3) Utilize appropriate measurement procedures in making such assessments and report results to the community;

(4) Identify needs based on assessment results and establish priorities for program improvement; and

(5) Make needed program improvement as identified in the needs identification process.

**Compliance Indicators**

- The school district actively maintains a process for evaluating and improving instructional programs by:
  - assessing student performance annually in reading, writing and mathematics in at least two elementary grades and one secondary grade;
  - assessing student performance on selected program goals in language arts, mathematics, science and social studies prior to the adoption of textbooks and other instructional materials in at least two elementary grades and one secondary grade;
  - utilizing appropriate measurement procedures;
  - reporting results to the local community;
  - identifying needs and establishing priorities based on assessment results;
  - redesigning or reorganizing programs based upon identified needs.

**Commentary**

In order to plan instructional activities adequately, accurate information is necessary concerning student needs and achievement. It is critically important that policymakers and managers analyze data to determine whether programs are meeting the goals that have been set. Programs most in need of improvement may then be identified, priorities established, and commitments made in terms of available time, resources and the ability of the organization to accommodate any needed change. Changes in programs should be considered a necessary component of the district planning and budgeting cycle.

It is not the intent of this standard that every student be tested in those grades which have been selected. Performance data needed to satisfy this requirement may be collected by utilizing various sampling procedures. However, if the school district wishes to test every student in those selected grades, the information also may be useful in meeting the requirements of OARs 581-22-402 and 581-22-602. In any case, assessment of student performance will assist districts in choosing textbooks that will enhance student learning.

## *SUPPORT PROGRAMS — 700*

**Guidance and Counseling**

**581-22-702** (1) District Guidance and Counseling

Each school district shall provide a coordinated guidance and counseling program to support the educational and career development of students. The district shall:

(a) Adopt guidance and counseling program goals which assist students to:

(A) Develop decision-making skills,

(B) Obtain information about self,

(C) Understand the educational opportunities and alternatives available to them,

(D) Establish tentative career and educational goals,

(E) Accept increasing responsibility for their own actions,

(F) Develop skills in interpersonal relations, and

(G) Utilize school and community resources;

(b) Specify instructional, guidance and counseling activities for the achievement of the goals;

(c) Assign guidance and counseling responsibilities to each school and to the appropriate personnel; and
(d) Evaluate guidance and counseling programs for all grades.

(2) School Guidance and Counseling
Each school shall provide a guidance and counseling program which:
(a) Specifies goals including those assigned to the school district program;
(b) Identifies staff responsibilities and instructional, guidance and counseling activities to achieve guidance program goals;
(c) Identifies each student's guidance and counseling needs; and
(d) Assists each student to develop an educational plan in grades 9-12 which identifies a tentative career goal and reviews the student's progress at least annually; and
(e) Assigns each student to a certificated staff member for individual support and advice.

(3) Guidance Staff Assignments
Each school district shall maintain a guidance staff which promotes effective guidance practices consistent with the district's expected guidance program outcomes. In determining staffing for the program, the following shall be considered:
(a) The number of students assigned to a certificated counselor;
(b) The number of aides or clerical staff assigned to the guidance program; and
(c) The extent to which the staffing pattern varies from general statewide practices.

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**Compliance Indicators**

- The school district provides a coordinated guidance and counseling program to support the:
  - educational development of students,
  - career development of students.
- The school district has adopted guidance and counseling program goals which assist students to:
  - develop decision-making skills;
  - obtain information about self;
  - understand the educational opportunities and alternatives available to them;
  - establish tentative career and educational goals;
  - accept increasing responsibility for their own actions;
  - develop skills in interpersonal relations;
  - utilize school and community resources.
- The school district has specified instructional guidance and counseling activities for the achievement of the above goals.
- The school district has assigned guidance and counseling responsibilities to:
  - each school,
  - appropriate personnel.
- The school district has evaluated the guidance and counseling programs for all grades.
- Each school provides a guidance and counseling program which:
  - specifies goals including those assigned to the school district program;
  - identifies staff responsibilities and instructional activities to achieve guidance program goals;
  - identifies each student's guidance and counseling needs;
  - assists each student to develop an educational plan in grades 9-12 which identifies a tentative career goal and reviews the student's progress at least annually;
  - provides support and advice to the individual student.
- The school district maintains a guidance staff which promotes effective guidance practices consistent with the district's expected guidance program outcomes.
- In determining staffing for the program, the school district considers:
  - the number of students assigned to a certificated counselor;
  - the number of aides or clerical staff assigned to the guidance program; and
  - the extent to which the staffing pattern varies from general statewide practices.

**Commentary**

The intent of this standard is to see that each district provides guidance services which will enable students to gain maximum benefits

from their educational program. The district program should specify those goal areas which must be addressed.

Each school must provide a guidance and counseling program that is coordinated with the district program. The program will need to include staff responsibilities for conducting the instructional, guidance and counseling activities that address the guidance program goals. Instructional staff need to be involved in identifying student guidance and counseling needs; in turn, student's guidance and counseling needs will be addressed in the individual student's educational plans. Each student, grades 9-12, must have an educational plan which includes the identification of a tentative career goal. Progress toward achievement of that goal or redirection to a new goal needs to be reviewed at least annually.

In addition, it is intended that each student have an assigned staff member who can provide personal interest and support on an individual basis. Although it is not intended that every certificated staff member be assigned a given number of students for advice and support, it is intended that each student will have recourse on a continuing basis to some staff member. A counselor may fulfill this responsibility along with other counseling assignments.

Section (3) of the standard specifies that a guidance staff be maintained which can achieve the expected guidance program results. The standard allows flexibility in assignment of staff members, but the intent of the standard is that students will receive assistance and support when needed in the achievement of the guidance and counseling goal and the individual student's guidance and counseling needs.

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**Health Services**

**581-22-705** (1) The school district shall maintain a prevention-oriented health services program for all students which provides:

(a) Emergency health care, including space separated from other students adequately equipped for providing first aid;

(b) Communicable disease control, as provided in Oregon Revised Statutes;

(c) Health records and health record information;

(d) Adaptation of services for students with special health needs;

(e) Coordination with the health education program; and

(f) Vision and auditory screening.

(2) School nurses employed by a school district shall be licensed to practice as registered nurses.

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**Compliance Indicators**

- The district maintains a prevention-oriented health services program for all students.
- The program provides for:
  - — emergency health care and separate space for providing first aid,
  - — control of communicable disease,
  - — health records and health record information kept on all students,
  - — services for students with special health needs,
  - — coordination with the health education program, and
  - — vision and auditory screening.
- The school district only employs school nurses who have licenses to practice as registered nurses.

**Commentary**

The intent of the health services standard is to assist school districts in designing programs which will assure that minimal health needs of students are met. Teacher involvement in prevention-oriented health services is essential to the success of the program. A child who is in poor health is less able to benefit from the educational program or, in some instances, a child may have a communicable disease which endangers others. Health services include procedures required by law, as well as procedures which prevent health problems, such as good recordkeeping, adaptation of services for special needs, and coordination with the school health education program.

This standard requires that a separate space

under proper supervision be provided for ill or injured children. In small schools, this requirement can be met by placing a bed or cot in the principal's office or adjacent room where ill or injured children may lie down. Having these children sit in the main office where others frequently pass should be avoided.

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**Emergency Plans and Safety Programs**

**581-22-796** The school district shall maintain a comprehensive safety program for all employes and students which shall:
(1) Include plans for responding to emergency situations;
(2) Specify general safety and accident prevention procedures with specific instruction for each type of classroom and laboratory;
(3) Provide instruction in basic emergency procedures for each laboratory, shop and studio, including identification of common physical, chemical, and electrical hazards;
(4) Require necessary safety devices and instruction for their use;
(5) Require that an accident prevention inservice program for all employes be conducted periodically and documented;
(6) Provide assurance that each student has received appropriate safety instruction;
(7) Provide for regularly-scheduled and documented safety inspections which will assure that facilities and programs are maintained and operated in a manner which protects the safety of all students and employes; and
(8) Require reports of accidents involving school district property, or involving employes, students or visiting public, as well as prompt investigation of all accidents, application of appropriate corrective measures, and monthly and annual analyses of accident data and trends.

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**Compliance Indicators**

- The school district maintains a comprehensive safety program to assure that:
  - a plan is available to respond to emergency situations;
  - general safety and accident prevention procedures are provided for each type of classroom and laboratory;
  - instruction is provided in basic emergency procedures for each laboratory, shop and studio, including common physical, chemical and electrical hazards;
  - necessary safety devices and instruction for their use are provided;
  - an accident prevention inservice program is conducted and periodically documented;
  - students receive appropriate safety instruction;
  - safety inspections are scheduled and conducted regularly of all district property, and documentation is available of these inspections;
  - reports of accidents involving school district property, employes, students or the visiting public are made promptly; and
  - all accidents are investigated and appropriate corrective measures implemented.
- The district conducts monthly and annual analyses of accident data and trends.

**Commentary**

This standard requires that districts establish safety and emergency procedures to provide for emergency health care, safety and accident prevention, as well as the availability of proper safety equipment and instruction on its use. Procedures also should require that regular safety inspections be made and documented. In addition, regular inservice programs and data analyses should be conducted to ensure that facilities and educational programs are maintained and operated in a manner which would minimize or prevent accidents.

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**Media Programs**

**581-22-710** (1) School District Media Services The school district shall provide a coordinated

media program. The district shall:

(a) Adopt program goals for:

(A) Media instruction for all grade levels, and

(B) Support services;

(b) Provide appropriate instructional facilities, materials, equipment, and services which support the school district, program and course goals;

(c) Assign responsibilities to certificated media specialists and other personnel for the development, implementation, maintenance, and supervision of media services;

(d) Organize media services and materials required for the achievement of district and building media program goals; and

(e) Evaluate district and school media programs.

(2) School Media Services

The school district shall provide in each school a media program consistent with district, program and course goals which:

(a) Provides an organized media center with materials, equipment and services supervised by appropriate certificated personnel;

(b) Identifies instructional activities designed to achieve media skills goals; and

(c) Includes instruction that addresses the ability of each student to:

(A) Locate and retrieve organized print and nonprint media,

(B) Use media to record and express ideas and knowledge, and

(C) Listen to, view, interpret and analyze media materials.

(3) In determining whether the assignment of certificated media and other staff is appropriate, the following shall be considered:

(a) The district, program and course goals of the media services program;

(b) The number of schools, students and staff to be served;

(c) The access students and staff have to media services defined in the media program;

(d) The number, certification and training of personnel assigned to media program responsibilities including specialists, teachers and aides;

(e) The extent to which staffing patterns vary from general statewide practice; and

(f) The extent to which the media program enables students to attain instructional goals.

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**Compliance Indicators**

School District Media Services

- The school district provides a coordinated media program.
- The district has adopted program goals for:
  - — media instruction for all grade levels,
  - — media support services.
- The district provides appropriate instructional:
  - — facilities,
  - — materials,
  - — equipment,
  - — services
- which support district, program and course goals.
- The district has assigned responsibility to certificated media specialists and other personnel for the following media services:
  - — development,
  - — implementation,
  - — maintenance,
  - — supervision.
- The district provides organized media:
  - — services,
  - — materials
- required for the achievement of district and building media program goals.
- The district has procedures for evaluating the:
  - — district media program,
  - — school media programs.

School Media Services

- The school district provides in each school a media program consistent with district, program, and course goals which:
  - — provides an organized media center of materials, equipment and services under the supervision of certificated personnel;
  - — identifies instructional activities designed to achieve media skills goals;
  - — includes instruction that addresses the ability of each student to:
    - -locate and retrieve organized print and nonprint media,
    - -use media to record and express ideas and knowledge, and
    - -listen to, view, interpret, and analyze media materials.

Staff Assignments

- School media staff assignments have been established considering the:
  - district, program and course goals of the media services program,
  - number of schools, students and staff to be served,
  - access schools, students and staff have to media services defined in the media program,
  - number, certification and training of personnel assigned to media program responsibilities including specialists, teachers and aides,
  - extent to which staffing patterns vary from general statewide practice,
  - extent to which media programs enable students to attain instructional goals.

**Commentary**

Media programs support and complement the instructional programs of each school district. Media programs provide assistance to teachers in defining instructional problems, developing and searching for solutions, developing instructional units of study, and producing instructional materials for classroom use. Print and nonprint materials collections are maintained by the media programs.

Media programs provide media skills instruction on the use of resources. They also provide for the evaluation and selection of learning materials and equipment.

School districts shall assign responsibilities in accord with TSPC rules to certificated media specialists and other personnel for the development, implementation, maintenance and supervision of media services. Districts shall provide in each school an organized media center with materials, equipment and services supervised by appropriate certificated personnel. Staffing by media personnel is preferred, but not required. While it would be desirable to have a certificated media specialist assigned to each school, it is recognized that this may not always be possible because of school size and availability of resources. For example, the media specialist could be at the education service district or a media specialist could be shared by more than one district.

The effectiveness of the media program should be examined in terms of the district's instructional program and course goals as well as the media program goals.

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**Operating Policies and Procedures**

581-22-712 The school district shall:
(1) Keep copies of operating policies, procedures and rules adopted pursuant to ORS 332.107, and shall make such information available upon request;
(2) Use a process of management planning in the areas of staffing, instruction, facility maintenance and construction;
(3) Maintain and make available upon request evidence of compliance with the standards; and
(4) By January 15 of each school year, report to the community the district's status in relation to the state standards.

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**Compliance Indicators**

- The school district keeps copies of:
  - operating procedures and rules adopted pursuant to ORS 332.107,
  - other operating policies and procedures,
- and makes the above information available upon request.
- The school district uses a process of management planning in the areas of:
  - staffing,
  - instruction,
  - facility maintenance,
  - construction.
- The school district maintains documented evidence of compliance with all standards and makes it available upon request.
- The district has made by January 15 of each school year a report to the community of the district's status in relation to the standards.

**Commentary**

The standard assures that a school district has

established operating policies, procedures and rules in accordance with ORS 332.107. Such policies, procedures and rules shall be kept as a public record. Under the public records law, districts are required to provide information. Districts may make a reasonable charge for this material.

The school district must prepare and use management plans for staffing, instruction, facility maintenance and construction. Such planning usually will involve identification of short- and long-range goals, and the relationship between educational needs and community resources.

The standard requires that districts provide evidence of compliance with standards at all times, and make such evidence available upon request.

The standard assures that the community and school district board are made aware each year of the status of the school district in terms of compliance with the standards. Currently, the Department of Education conducts standardization visits once every five years to assure compliance. This standard requires an annual review, as well as the development of a report for the local community.

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**Personnel Policies**

**581-22-715** (1) Personnel Policies

(a) The school district shall adopt, implement and maintain personnel policies and plans in compliance, where applicable, with Oregon Revised Statutes and Oregon Administrative Rules, including:

(A) Affirmative action,
(B) Staff development,
(C) Equal employment opportunity,
(D) Evaluation procedures, and
(E) Employe communication system.

(b) Personnel policies shall be accessible to any school employe and notice of their availability to the general public shall be published:

(A) A current copy shall be accessible in each school office and library; and

(B) Any organization which represents employes of the district shall be furnished a copy and revisions as they are made.

(2) Bonded Employes

All employes responsible for funds, fees or cash collections shall be bonded in compliance with Oregon Revised Statutes and Oregon Administrative Rules.

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**Compliance Indicators**

Personnel Policies

- The district has (where applicable):
  - — adopted;
  - — implemented;
  - — maintained
- personnel policies and plans in compliance with Oregon Revised Statutes and Oregon Administrative Rules, including:
  - — affirmative action,
  - — equal employment opportunity,
  - — staff development,
  - — evaluation procedures,
  - — employe communication system.
- Personnel policies:
  - — are accessible to any school employe;
  - — availability to the general public has been published;
  - — a current copy is accessible in each building;
  - — a copy and revisions have been furnished to any organization which represents employes of the district.

Bonded Employes

- All school district employes responsible for funds, fees or cash collections have been bonded in compliance with Oregon Revised Statutes and Oregon Administrative Rules.

**Commentary**

Personnel Policies

Good management practices require personnel policies which comply with Oregon Revised Statutes and Oregon Administrative Rules. The school district board must adopt an equal employment or affirmative action policy, and the district must have an affirmative action plan showing how board policy will be implemented. These policies and plans enable a district to monitor its efforts to assure that no one is subject to discrimination in any employ-

ment practice. They are also a form of documentation for reviewers assigned to these program areas.

The district policy on staff development should show commitment to staff development and include a plan on how the policy will be implemented.

Evaluation procedures must be in compliance with ORS 342.850. Evaluative criteria for each school district position are provided in guidelines available from the Department of Education.

Personnel policies must be made available to school employes, the general public and organizations which represent employes.

Bonded Employes

In the best interest of students and school districts, all district employes responsible for funds, fees or cash collections shall be covered by district bond. This practice is an acceptable approach to coverage of monetary practices.

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**Records and Reports**

**581-22-717** (1) Required Records and Reports
The school district shall provide all records and reports required by the Oregon Department of Education.
(2) Student Activity Funds
The school district shall prescribe the purposes for which student activity funds may be obtained and used and the role of students in management and expenditure of funds.
(3) Student Records
The school district shall adopt a student records policy which:
(a) Is in compliance with Oregon Revised Statutes and Oregon Administrative Rules;
(b) Provides for maintaining permanent student records to include:
(A) Name of school,
(B) Full name of student,
(C) Student birth date,
(D) Name of parents/guardians,
(E) Date of entry into the school,
(F) Name of school previously attended,
(G) Subjects taken,
(H) Marks received,
(I) Credits earned,
(J) Attendance,
(K) Date of withdrawal from school, and
(L) Such additional information as the district may prescribe;
(c) Provides for the retention of permanent records in a minimum one-hour fire-safe place in the school, the school district or education service district office, or for keeping duplicate permanent records in a safe depository outside the building;
(d) Provides for transferring student progress records to another educational institution upon receipt of notice of enrollment; and
(e) Provides for transferring behavioral records to another educational institution only upon request of the student's parent(s), guardian(s), or the student if age 18 or older.
(4) Evaluating Student Transcripts
In evaluating student transcripts, the school district shall:
(a) Accept competence, credits and attendance completed in standard Oregon schools as if they had been earned in the enrolling district;
(b) For out-of-state transfer students:
(A) Accept credits and attendance completed in standard secondary schools as if the requirements had been completed in this state, and
(B) Determine competence the student must demonstrate to meet the graduation requirements;
(c) For students from private, alternative, or nonstandard public secondary schools:
(A) Determine the value of prior credits,
(B) Determine the number of years of school attendance or equivalent, and
(C) Determine competence the students must demonstrate to meet the graduation requirements;
(d) Determine placement for students enrolled in grades K/1 through 8;
(e) Determine the value of credits obtained through correspondence courses in meeting the graduation requirements; and
(f) Determine the value of credits obtained in approved community college programs in meeting graduation requirements.

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**Compliance Indicators**

Required Records and Reports

- The school district provides all records and reports required by the Department of Education.

Student Activity Funds

- The school district has prescribed:
  - — specific purposes for which these funds may be obtained and used;
  - — the role of students in determining management and expenditure of funds.

Student Records

- The school district has adopted a policy which is in compliance with Oregon Revised Statutes and Oregon Administrative Rules.
- The school district has adopted a policy which provides for maintaining permanent student records that include:
  - — name of school,
  - — full name of student,
  - — student birth date,
  - — name of parents/guardians,
  - — date of entry into the school,
  - — name of school previously attended,
  - — subjects taken,
  - — marks received,
  - — credits earned,
  - — attendance,
  - — date of withdrawal from school,
  - — such additional information as the district may prescribe.
- The school district provides for the retention of permanent records in a minimum one-hour fire-safe place:
  - — in the school, or
  - — in the district office, or
  - — in the education service district office, or
  - — for keeping duplicate permanent records in a safe depository outside the building.
- The school district provides for transferring student progress records to another educational institution upon receipt of notice of enrollment.

Student Transcripts

- The school district, when evaluating student transcripts:
  - — accepts competence, credits, and attendance completed in a standard Oregon school;
  - — accepts credits and attendance completed in a standard school for out-of-state students;
  - — determines indicators of competence an out-of-state student must meet;
  - — for students who have attended a private, alternative, or nonstandard public secondary school determines:
    - -the value of prior credits,
    - -the number of years of school attendance or equivalent,
    - -which indicators of competence the student must meet;
  - — determines placement for students enrolled through grade 8;
  - — determines the value of credits obtained through correspondence courses;
  - — determines the value of credits obtained in an approved community college program.

**Commentary**

Records and Reports

In the best interest of students and school districts, all district personnel will be covered by district bond. This practice is an acceptable approach to proper financial management.

Accounting of Student Activity Funds

Student activity funds are those funds obtained by and/or for school-approved student groups, excluding allocations in the school district's general fund budget.

A statement of specific purposes for which student activity funds may be used, and the role of students in determining management and expenditure of funds, provides assurance that expenditures will be used only for appropriate purposes. Insuring that student activity funds are devoted to student activities could be accomplished by several different methods at the district level. Districts should develop a written policy available to student groups and the public concerning student activity funds.

An annual audit of the student activity fund will be conducted by the auditor appointed by the district to conduct the annual district audit as required by ORS 328.465.

Student Records

An orderly process for recordkeeping, reten-

tion, inspection, transfer, and protection is necessary to provide for the interests of student(s), and parent(s), and to assure confidentiality.

Districts may be required by the legally authorized individual or party to produce records relating to a student's enrollment. The district is responsible for retaining and producing the permanent record, upon request, of any student enrolled.

The relationship between federal and state laws on student records makes this a complex process. Districts may obtain help on this from the Department of Education publication, *Student Records: Suggested Guidelines for School Districts.*

Evaluating Student Transcripts

A procedure for evaluation of student transcripts should insure fair and equitable treatment of all students. Students should not be penalized when transferring between schools or between districts. Out-of-state students or students transferring from private or parochial schools into Oregon public schools should receive a liberal interpretation or application of their transcripts toward meeting units and competence required by the standards.

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**Auxiliary Services**

**581-22-720** (1) Pupil Transportation Services
Pupil transportation provided by the school district shall comply with all applicable Oregon Revised Statutes and Oregon Administrative Rules.
(2) School Food Services
A school district operating a reimbursed student food service program shall comply with State Board of Education and State Health Division rules.
(3) Custodial Services
The school district shall maintain buildings and grounds to provide conditions conducive to health and safety of all persons and in accordance with all applicable Oregon Revised Statutes and Oregon Administrative Rules.
(4) Facilities
The school district shall provide physical facilities which are appropriate to instructional and support program activities.
(5) Equipment and Materials
The school district shall provide furniture, equipment and materials appropriate to instructional and support program activities.

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**Compliance Indicators**

Pupil Transportation Services

- The school district complies with all rules and regulations found in:

  *Oregon Pupil Transportation Manual, 1979 Revised,* published by the Department of Education,

  *Minimum Standards for Oregon School Buses, Revised 1972,* published by the Department of Education,

  Oregon Administrative Rule 581-23-040, Approved Transportation Costs for Reimbursement from the Basic School Support Fund.

School Food Services

- The school district complies with all applicable rules and regulations of the State Board of Education and the State Health Division.

Custodial Services

- The school district maintains buildings and grounds in:
  - — a condition that is conducive to the health and safety of all persons,
  - — accordance with all applicable Oregon Revised Statutes and Oregon Administrative Rules.

Facilities

- The school district provides physical facilities which are appropriate to:
  - — instructional program activities,
  - — support program activities.

Equipment and Materials

- The school district provides:
  - — furniture,
  - — equipment,
  - — materials
- which are appropriate to the:
  - — instructional program activities,
  - — support program activities.

**Commentary**

Pupil Transportation Services

This standard provides school districts with the criteria necessary to operate safe, uniform and efficient pupil transportation programs in compliance with applicable state and federal rules.

School Food Services

This standard helps schools qualify for financial support and food commodity assistance from the U.S. Department of Agriculture. Meals which are nutritious, well-prepared, appetizing and served with dignity afford the students an opportunity to learn better eating habits, while providing nourishment for the body and mind. The benefits are recognized in the attitudes and conduct of students resulting in better academic achievement and enrichment of their social climate.

Custodial Services

This standard recognizes the need for clean and healthful conditions in all school district buildings and grounds.

Buildings and grounds which are not properly maintained are not only a hazard to health and safety, but represent a potential liability in terms of educational environment.

Facilities

This standard requires districts to provide physical facilities appropriate to instructional and support program activities. Evaluation of physical facilities should focus on the facility itself, as distinguished from how the facility is maintained, which is covered under custodial services. As the necessary prerequisite to the addition of new programs or activities, districts should consider the appropriateness of the facility to the program.

Equipment and Materials

The school district must provide furniture, equipment and materials which are appropriate for the educational program or activities. Equipment and materials fall into two broad categories: those used for educational programs, and those used for facility support. Both elements are important for the efficient operation of educational programs.

## *ADMINISTRATION — 800*

**Waivers**

**581-22-802** A school district may petition the State Superintendent of Public Instruction for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined that the request conforms with the intent of the standards, the State Superintendent shall recommend the waiver to the State Board. Requirements in Oregon Revised Statutes may not be waived.

**Compliance Indicators**

- The school district maintains a record of any waivers which have been requested by the school district and approved by the State Board of Education.

**Commentary**

This standard authorizes the State Superintendent to approve waivers of standards subject to action by the State Board. Usually Board action will be "for the record," but requests of unusual significance will be handled according to Board policy.

Waivers may be necessary because of unique conditions which make it impractical for the district to comply with a particular standard.

**Appeals and Complaints**

**581-22-805** (1) Each school district shall implement a procedure for the prompt resolution of complaints alleging violations of standards. Any complainant who resides in a school district or any parent or guardian of children attending school in the district may, after exhausting local procedures or 45 or more days after filing a written complaint alleging violation of standards with the school district (whichever occurs first), direct an appeal to the State Superintendent of Public Instruction. The appeal shall be in writing and shall contain:

(a) The name and address of the person bringing the appeal, and the district in which that person resides;

(b) The name and address of the district which is alleged to have violated standards; and

(c) A brief statement indicating how the district is alleged to have violated standards.

(2) Upon receipt of the appeal, the State Superintendent shall give notice of the appeal by sending a copy of the appeal, via certified mail, to the school district. Within 30 days of receipt of notice, the district shall file a written report with the State Superintendent which shall include:

(a) A statement of facts;

(b) A statement of action, if any, taken in response to the complaint, or, if none was taken, the reason(s) therefor;

(c) A stipulation, if one was reached, of the settlement of the complaint; and

(d) A list of any complaints filed with another agency by the party, concerning the subject of the appeal.

The State Superintendent may for good cause extend the time for the filing of a report by the district.

(3) Upon receipt of the report, the State Superintendent shall review the appeal and report and determine whether a violation of standards has been properly alleged, and that the requirements contained in Sections (1) and (2) of this rule have been satisfied. After this determination, the State Superintendent may dismiss the appeal or may notify all parties that the appeal has been accepted.

(4) If the appeal is accepted, the State Superintendent shall take such action as is deemed appropriate, including but not limited to:

(a) Appointing a conciliator to meet with the parties to work toward a settlement. If no settlement is reached within 45 days, the State Superintendent may schedule a contested case hearing as provided in ORS 183.410 to 183.470 or allow additional time for conciliation.

(b) Scheduling a visit to the district to determine whether the district is in compliance with standards; or

(c) Appointing a fact-finder to conduct an investigation and file a written report which shall indicate whether the fact-finder believes the allegations in the appeal are supported by fact.

(5) At any time during an appeal the parties may agree to settle the matter(s) of issue. The party bringing the appeal may at any time file a written request that the appeal be withdrawn. When such a request is received the State Superintendent shall terminate all further action regarding the appeal.

(6) After a final review the State Superintendent may find the district deficient pursuant to ORS 327.103.

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**Compliance Indicators**

- No documentary evidence of compliance is required. The standard grants a procedural right to members of the public.

**Commentary**

This standard responds to public urging that the Department adopt a process for interim reviews of school district programs. At present, the Department visits schools on a five-year cycle, but little by way of review is done during the interim. This standard permits the public to bring alleged deficiencies to the attention of the State Superintendent of Public Instruction, after the complaint has been presented in writing to the school district. The standard also specifies that the State Superintendent will not proceed with an investigation until it is determined that the district board has had an opportunity to respond.

It is the State Board's intent that most disputes will be resolved through the conciliation process specified in this rule. The State Superintendent will resort to a contested case hearing only when all other efforts to resolve the issues have failed.

**Implementation Dates**

**581-22-902** The following schedule shall govern school district implementation of OARs 581-22-102 through 581-22-805. However, local districts have the option to implement rules prior to the scheduled effective dates.

| | 7/1/80 | 9/1/80 | 9/1/81 | 9/1/82 | 9/1/83 |
|---|---|---|---|---|---|
| **DEFINITIONS - 100** | | | | | |
| 581-22-102 - Definitions | x | | | | |
| **GOALS - 200** | | | | | |
| 581-22-211 - Goals | | | | | |
| (1) District goals | x | | | | |
| (2) Program goals | x | | | | |
| (3) Competence requirements | x | | | | |
| (4) Course goals: | | | | | |
| 9-12 | x | | | | |
| elementary | | | x | | |
| **GRADUATION REQUIREMENTS - 300** | | | | | |
| 581-22-316 - Graduation Requirements | | | | | |
| (1) Unit of credit requirements | | | | | x |
| (2)(a) Competence requirements (reading, writing, mathematics, speaking, listening) | | | x | | |
| Competence requirement (reasoning) | | | | | x |
| (2)(b)(B) District standard of performance | | | | | x |
| (3) Attendance requirements | x | | | | |
| **CURRICULUM REQUIREMENTS - 400** | | | | | |
| 581-22-402 - Basic Skills Development | | | | x | |
| 581-22-405 - Career Education | | | x | | |
| 581-22-410 - Special Education for the Handicapped | x | | | | |
| 581-22-415 - Exemptions | x | | | | |
| 581-22-420 - Elementary Curriculum | x | | | | |
| 581-22-425 - High School Curriculum | x | | | | |
| **INSTRUCTION - 500** | | | | | |
| 581-22-502 - Required Days of Instruction | x | | | | |
| 581-22-505 - Equal Educational Opportunities | x | | | | |
| 581-22-510 - Personnel | x | | | | |

| | 7/1/80 | 9/1/80 | 9/1/81 | 9/1/82 | 9/1/83 |
|---|---|---|---|---|---|
| 581-22-515 - Daily Class Size | | x | | | |
| 581-22-520 - Textbooks | x | | | | |
| **ASSESSMENT AND EVALUATION - 600** | | | | | |
| 581-22-602 - Individual Student | | | | x | |
| 581-22-606 - Instructional Program | | | | | |
| (1) Student assessment basic skills | | x | | | |
| (2) Student assessment selected program goals | | | x | | |
| (3) Measurement and reporting | x | | | | |
| (4) Needs identification/ prioritization | | | x | | |
| (5) Program improvement | | | x | | |
| **SUPPORT PROGRAMS - 700** | | | | | |
| 581-22-702 - Guidance and Counseling | | | x | | |
| 581-22-705 - Health Services | | x | | | |
| 581-22-708 - Emergency Plans and Safety Programs | | x | | | |
| 581-22-710 - Media Programs | | x | | | |
| 581-22-712 - Operating Policies and Procedures | | | | | |
| (1) Reporting information | x | | | | |
| (2) Management planning | | | x | | |
| (3) Documentation | x | | | | |
| (4) Report to local communities | | x | | | |
| 581-22-715 - Personnel Policies | | | | | |
| (1)(a) Personnel Policies | | | | | |
| (A) Affirmative action | x | | | | |
| (B) Staff development | | | x | | |
| (C) Equal employment opportunity | x | | | | |
| (D) Evaluation procedures | | x | | | |
| (E) Employe communication system | x | | | | |
| (1)(b) Accessibility of personnel policies | x | | | | |
| (2) Bonded employes | x | | | | |
| 581-22-717 - Records and Reports | | | | | |
| (1) Required records and reports | x | | | | |
| (2) Student activity funds | x | | | | |
| (3) Student records | x | | | | |
| (4) Evaluating student transcripts | x | | | | |
| 581-22-720 - Auxiliary Services | x | | | | |
| **ADMINISTRATION - 800** | | | | | |
| 581-22-802 - Waivers | x | | | | |
| 581-22-805 - Appeals and Complaints | x | | | | |
| **IMPLEMENTATION - 900** | | | | | |
| 581-22-900 - Implementation Dates | | | | | |

## SELECTED OREGON REVISED STATUTES & ADMINISTRATIVE RULES RELATED TO STANDARDS

### ADMINISTRATION AND FINANCING

| | |
|---|---|
| ORS 326.051 | Requires the State Board to establish state standards for public schools after having considered the goals of modern education and the requirements of a sound comprehensive curriculum. Requires the Board to adopt rules for the general governance of the schools; to prescribe minimum or required courses of study; and to adopt rules regarding school and interschool activities, such rules to prohibit discrimination. |
| ORS 327.006 | Among other definitions, defines "standard school" as a school meeting standards set by the rules of the State Board of Education. |
| ORS 327.010 | Requires that the Basic School Support Fund (BSSF) shall be used exclusively for the improvement and support of standard elementary and secondary schools and to equalize educational opportunity. |
| ORS 327.103 | Declares schools to be standard until found deficient; states conditions under which BSSF apportionments shall be withheld from a district; specifies actions to be taken by a district found deficient. |
| ORS 327.125 | Requires the State Superintendent of Public Instruction to administer provisions of ORS 327.006 to 327.133 and authorizes the State Board of Education to adopt and promulgate necessary rules not inconsistent with the provisions. |
| ORS 328.205 | Authorizes school districts to contract bonded indebtedness for specified purposes. Bonded indebtedness in districts having nonstandard or conditionally standard schools shall additionally be subject to approval by the State Superintendent of Public Instruction. |

### PROGRAMS

| | |
|---|---|
| ORS 336.015 | Provides that the last Friday in April shall be known as Arbor Day and that district boards shall see that activities are conducted to encourage preservation and improvement of trees and the natural environment. |
| ORS 336.025 | Provides that the fourth Friday in October shall be known as Frances E. Willard Day and that time during school hours on that day shall be devoted to appropriate instruction and commemorative activities. |
| ORS 336.035 | Requires district boards to see that courses of study prescribed by law and rules of the State Board of Education are carried out, and provides for exceptions. Also authorizes district boards to establish courses of education concerning venereal disease, with certain stipulations. |
| ORS 336.057 | Provides that courses of instruction in the United States Constitution shall begin not later than the opening of grade 8 and continue through grade 12. |

ORS 336.067 — Requires public schools to give special emphasis to instruction in honesty, morality, courtesy, obedience to law; respect for all humans; humane treatment of animals; effects of tobacco, alcohol and narcotics upon the human system, and other specified moral and ethical lessons. Also requires the State Superintendent of Public Instruction to prepare an outline with suggestions and to incorporate it in the courses of study for all public schools.

ORS 336.074 — Requires all instruction to be conducted primarily in English except for foreign languages and for non-English speaking pupils for specified purposes.

ORS 336.079 — Requires that specific courses to teach speaking, reading and writing shall be provided for children unable to profit from classes conducted in English.

ORS 336.175 — Authorizes district boards to utilize educational experiences offered through public and private community agencies, to include work experience programs conducted on a contractual basis with employers.

ORS 343.221 — Requires district boards to provide special education for children who require such education or to make certain other arrangements for their education when more feasible to do so.

## TEXTBOOKS

ORS 337.120 — Provides that, with exceptions given by ORS 337.141, district boards with assistance of teachers and administrators shall select textbooks and other instructional materials from the state multiple choice approved list; specifies a two-year compliance routine and provides for authorized postponements.

The State Textbook Commission six-year adoption cycle (ORS 337.050) upcoming:

| STATE ADOPTION MADE | LOCAL DISTRICTS IMPLEMENT | SUBJECTS | EFFECTIVE DATES |
|---|---|---|---|
| November 1980 | 1981-82 and 1982-83 school years | Language Arts *(Dictionary, Handwriting, Spelling, Language, Written Composition, Speech, English Handbook, Reading, Literature)* Kindergarten—Basal Programs | 7/1/81 to 7/1/87 |
| November 1982 | 1983-84 and 1984-85 school years | Business Education<br>Driver Education<br>Foreign Languages<br>Health<br>Mathematics<br>Science | 7/1/83 to 7/1/89 |
| November 1984 | 1985-86 and 1986-87 school years | Home Economics<br>Music<br>Social Studies | 7/1/85 to 7/1/91 |
| November 1986 | 1987-88 and 1988-89 school years | Language Arts<br>Kindergarten—Basal Programs | 7/1/87 to 7/1/93 |

| | |
|---|---|
| ORS 337.141 | Permits school districts to adopt and use textbooks in place of or in addition to those adopted by the State Board of Education provided they meet the guidelines and criteria established by the State Board. Districts under 15,000 average daily membership, however, must first get approval of the State Board. |
| ORS 337.150 | Requires district boards to provide prescribed or authorized textbooks for free use by pupils in grades one through eight and permits free use of such textbooks for students in grades nine through twelve. |
| ORS 337.260 | Requires selection of textbooks on American history and government which adequately stress the services rendered by those who achieved our national independence, who established our constitutional form of government and who preserved our federal union. Also requires respect for all people be reflected in the textbooks adopted by the State Board. |
| ORS 339.155 | Requires no charge be made for prescribed textbook, but permits a refundable security deposit. |

**STUDENT RECORDS**

| | |
|---|---|
| ORS 336.195 | Requires that all student records maintained by a school shall be confidential, and specifies persons and agencies that may have access to such records and under what conditions. |
| ORS 336.215 | Requires schools to transfer all of a student's progress records to another school or educational institution upon notice of the student's enrollment in the other school or institution. |
| ORS 339.240 | Requires the State Board to prepare and promulgate standards for student conduct and discipline and for rights and procedures pertaining thereto; requires district boards to adopt and distribute rules to comply with those standards. |
| ORS 339.250 | Requires pupils to comply with school rules, pursue required studies, etc.; authorizes district boards to discipline, suspend or expel refractory pupils and states sufficient causes for such actions; specifies the maximum period of time for an expulsion. |

**HEALTH AND SAFETY**

| | |
|---|---|
| ORS 654 | Relates generally to safety and health conditions for employes. |
| ORS 336.072 | Requires instruction and drill for emergency situations (at least 30 minutes in each school month in grades 1 through 8 on fire dangers and drills). Also requires the State Superintendent of Public Instruction to prepare a course of instruction on fire dangers and drills. |

**TEACHERS AND TEACHER AIDES**

| | |
|---|---|
| ORS 324.120 | Defines "teacher aide" as a noncertificated person employed by a school district or education service district whose assignment consists of and is limited to assisting a certificated teacher in accordance with rules of the State Board. |

| | |
|---|---|
| ORS 342.155 | Authorizes school districts to employ teacher aides and intern teachers subject to rules of the State Board. |
| ORS 342.173 | Provides for forfeiture of state basic school support funds due any district not to exceed the amount paid as salary to any noncertificated or improperly assigned teacher or administrator, unless such assignments are made with justification satisfactory to the Teacher Standards and Practices Commission. |
| ORS 342.608 | Requires school boards to fix working hours including provision for a 30-minute duty-free lunch period; provides for noncompliance penalty; exempts one- and two-teacher schools from the requirement. |
| ORS 342.850 | Requires an annual evaluation of performance for each teacher; prescribes procedures; specifies nature and use of personnel files and the teacher's rights related thereto. |

## AUXILIARY SERVICES
### Pupil Transportation

| | |
|---|---|
| ORS 327.035 | Provides for basic school support reimbursement, up to 60 percent, of school district costs for transportation or board and room in lieu thereof. |
| ORS 328.470 | Permits special fund to be established for replacement or acquisition of automotive equipment. |
| ORS 330.780 | Requires adequate transportation or board and room in lieu thereof if the reorganization plan provides for transportation. |
| ORS 332.107 | Authorizes school boards to make rules. |
| ORS 332.405 | Authorizes school boards to provide transportation or board and room in lieu thereof. |
| ORS 332.415 | Provides for transportation of students of private or parochial schools on the districts' routes. |
| ORS 332.425 | Permits lease purchase of vehicles. |
| ORS 332.427 | Permits school districts and operators of public transportation systems to agree on terms for public transportation use of school buses. |
| ORS 335.090 | Requires school districts authorized to provide high school education, but not operating one, to provide transportation to the nearest public high school, or provide room and board. |
| ORS 339.030 | Exempts children from compulsory school attendance when the distance to school, or to district provided transportation, exceeds certain limits. |
| ORS 481 | Motor vehicle registration and licensing. |
| ORS 482 | Operators' and Chauffeurs' licenses. |

| | |
|---|---|
| ORS 483 | Motor vehicle equipment. |
| ORS 484 | Traffic offense procedures; traffic safety. |
| ORS 485.010 | Defines bus, school bus and school children. |
| ORS 485.025 | Operation of flashing red light. |
| ORS 485.027 | Capacity and use determines status of school bus. |
| ORS 485.030 | School bus markings. |
| ORS 485.050 | Regulations governing school buses and drivers. |
| ORS 485.055 | Pupil transportation vehicles subject to regulation of Department of Education. |
| ORS 485.060 | School bus license plates. |
| ORS 487 | Rules of the road. |

**School Food Services**

| | |
|---|---|
| ORS 327.520 | Authority for Superintendent of Public Instruction to accept and distribute donated commodities. |
| ORS 327.525 | School lunch revolving fund. |
| ORS 431.110 | General powers of Health Division. |
| ORS 433.255 | Persons with or exposed to communicable disease excluded from school. |
| ORS 434.180 | Prohibits venerally infected persons from engaging in the care of children. |
| ORS 447.020 | Plumbing to conform to Department of Commerce requirements. |
| ORS 624.100 | Health Division to make rules for restaurants to protect the public. |
| OAR 581-51-040 to 075 | Rules relating to school food and nutrition services. |
| OAR 333-36-030 to 064 | Rules of the Health Division. |
| See also: | PL 79-396, as amended and PL 89-642, as amended<br>Section 32, Agricultural Act, August 24, 1935<br>Section 416, Agricultural Act, 1949 |

**Custodial Services**

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| ORS 431 | State and local administration and enforcement of health laws. |

## MISCELLANEOUS

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| ORS 332.190 | Authorizes district boards to request the Commissioner of Labor to inspect any buildings under their jurisdiction and specifies procedures. |
| ORS 336.630 | Requires each district board to cause United States and Oregon flags to be displayed upon or near each school building during school hours, subject to weather. |
| ORS 339.420 | Provides that upon application of a parent or guardian (or the pupil if he or she has reached the age of majority) an elementary pupil may be excused for periods of not more than 120 minutes in any week to attend weekday schools giving instruction in religion; secondary pupils may be excused for five hours each week. |
| ORS 343.125<br>.135<br>.145 | Authorizes school districts, on or before July 1, 1977, to make a child development specialist available to pupils enrolled in elementary schools; provides for state reimbursement for costs; and requires the State Board of Education to establish guidelines for implementation. |
| ORS 433.255<br>.260<br>.263<br>.267<br>.269<br>.273<br>.275 | Provides for excluding from school persons with or exposed to communicable disease and conditions for returning to school; requires every child between five and 14 years of age to show proof of immunization against communicable diseases pursuant to rules of the Health Division, with certain exceptions; requires local health departments to provide immunizations free of charge to children unable otherwise to acquire them; and requires the school administrator of any school to refuse to enroll any pupil until immunization requirements are met. |